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ABSTRACT

This instructor's manual contains two independent "volumes," Career Ladder and Curriculum Guides to Code Positions and Zoning Positions. Each guide is structured representing the progression of required and/or suggested training needed to progress from entry to journeyman levels in the requisite occupational field. The training designs are presented in a basically simple format, with lists of training materials found desirable. Each volume contains position descriptions for entry, mid-level, and goal positions, curriculum topics for the entry-level position, a sample entry-level training program, in-service training for mid-level and goal positions, curriculum topics for mid-level positions, and curriculum topics for goal positions. (DB)

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INSTRUCTOR'S MANUAL

CAREER LADDER AND CURRICULUM GUIDE

ENTRY POSITION: Code Enforcement Aide
MID-LEVEL POSITION: Code Enforcement Inspector I
GOAL POSITION: Code Enforcement Inspector II

ENTRY POSITION: Zoning Inspector Aide
MID-LEVEL POSITION: Zoning Inspector I
GOAL POSITION: Zoning Inspector II

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U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
APRIL 1973

PREFACE TO BOTH VOLUMES

This Instructor's Manual contains two independent "volumes" -- Career Ladder and Curriculum Guides to Codes Positions and Zoning Positions. Each Guide is structured representing the progression of required and/or suggested training needed to progress from entry to journeyman levels in the requisite occupational field. The Guides were designed for use both by agency executives with responsibilities for codes and/or zoning operations at local levels, agency personnel staff, and agency or affiliated institutional personnel with training assignments for entry and mid-level paraprofessional jobs. The training designs are presented in basically simple format, with the additional of lists of training materials desireable. Staff charged with completion of training designs are urged to work closely with management personnel, the trainees and their supervisors. Other manuals in the HUD series which may prove helpful to trainers or employee development persons using this volume include the training section of HUD's 1972 Curricula and Training Techniques for the Training of Paraprofessional Employees of Public Housing Authorities and the companion volumes in the Instructor's Guides for Workshops in Employee Development. All volumes in the series were developed under Title VIII of the Housing Act of 1964, the Community Development Training Program. The material in this book was developed and tested during 1969-71, and subsequently used in a series of workshops throughout the nation by local authorities.

CAREER LADDER AND CURRICULUM GUIDE

ENTRY POSITION: Code Enforcement Aide
MID-LEVEL POSITION: Code Enforcement Inspector I
GOAL POSITION: Code Enforcement Inspector II

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Name of Position: Code Enforcement Aide

Supervisory Control: The services of the Code Enforcement Aide should be supervised by the Code Enforcement Inspector I.

Specific Description of Duties. The title for this type of personnel may vary among agencies; however, the aide will perform the following specific duties:

1. Plans work schedule with supervisor.
2. Assists supervisor in making routine inspections of existing structures, yards and alleys for housing code compliance.
3. Makes initial investigation of complaints, and reports findings to supervisor, as requested.
4. Reinspects existing structures for compliance and reports findings to supervisor.
5. Measures and sketches surfaces and takes photographs if required.
6. Informs supervisor when it is necessary to being in a trades specialist.
7. Makes referrals to community agencies as necessary.

8. Interviews tenants, homeowners, and other community residents who seek information about code regulations.

9. Attends neighborhood meetings to inform residents about various agency activities.

10. Completes all forms required by the supervisor.

11. Gathers information from agency records, maps and charts for the supervisor.

12 Receives telephone inquiries, handles some or refers as necessary.

13. Participates in staff meetings.

Minimum Educational Requirements

a. No specific educational achievement required, however, applicant must demonstrate ability to read and write well enough to complete records and perform written instructions, and ability to perform basic arithmetic operations, including fractions.

b. Good physical health as evidenced by a pre-employment medical examination.

Special Skills Required

a. Ability to communicate with people and interpret conversations.

b. Ability to use a telephone.

c. Ability to operate an automobile is desirable.

Name of Position: Code Enforcement Inspector I

Supervisory Control: Code Enforcement Inspector II

Specific Description of Duties: The title for this type of personnel may vary among agencies; however, the Inspector I will perform the following specific duties:

1. Performs many of the same duties as the Code Enforcement Aide with the addition of increased responsibility in the organization of programs.
2. Supervises code enforcement aide.
3. Assists in making decisions about operation of the division.
4. Reviews daily work reports of aide.
5. Prepares written reports for the supervisor.
6. Prepares correspondence for mailing.
7. Makes special investigations and more difficult inspections.
8. Initiates requests for demolition, condemnation, and filing of warrants.
9. Prepares deficiency reports, prepares and serves violation notices.
10. Selects geographic area and sets up schedule for systematic inspection.
11. Conducts in-service training for aides.

12. Makes entries and maintains case records.

Minimum Education/Experience Requirement

High School diploma or equivalency, and one (1) year experience in code enforcement work

Special Skills Required

a. Ability to speak extemporaneously about the operations of the division

b. Some knowledge of supervisory skills

c. Some basic knowledge of code regulations

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Name of Position: Code Enforcement Inspector II

Supervisor Control: Code Enforcement Inspector III or Chief of the Division

Specific Description of Duties: The title for this type of personnel may vary among agencies; however the inspector will perform the following specific duties:

1. Performs any or all of the duties of the code enforcement inspector I and takes direct responsibility for special projects.
2. Supervises code enforcement inspector I.
3. Prepares reports for warrants.
4. Testifies in court hearings.
5. Prepares final material for court hearings.
6. Consults with attorneys, architects and trade specialists.
7. Meets with other agencies on policy matters.
8. Reviews and analyzes literature in the housing field.

Minimum Education/Experience Requirements

High school diploma or equivalency, plus in-service training, and two (2) years in code enforcement work, or B.A. degree.

Special Skills Required

A more technical knowledge of code regulations.

CURRICULUM TOPICS

FOR

ENTRY LEVEL POSITION

CODE ENFORCEMENT AIDE

Topic: Local Housing Regulations

Objectives: To introduce the concept of code enforcement

To define the purpose of the agency

To introduce the regulations under which the agency functions

Method of Presentation:

The trainer might present a lecture-discussion on the history of the agency which would include the local legislation which created the agency. Copies of the regulations manual might be distributed and particular attention given to those regulations which affect the tasks the trainees will perform. The trainees could be asked to cite examples from their work experiences which would be governed by the various regulations discussed. In addition, visuals might be prepared to demonstrate compliance or non-compliance with the regulations. The trainer might utilize the daily newspaper to call attention to articles pertaining to activities in which the agency might be involved.

The basic divisions of the regulations manual should be discussed and explained to familiarize the trainees with its organization. If time permits, a more detailed study of the entire manual might be presented.

The trainer should review the section on Learning Principles so as to make use of the trainee's experience in getting the information across.

Resource Person

It is strongly suggested that the trainer conduct this session. This will provide for maximum use of knowledge already acquired about the individual aides' strengths and weaknesses which must be taken into account in presenting this basic material.

Materials Needed

Blackboard
Colored Chalk
Pointer
Filmstrips
Photographs
News Clippings
Posters

Follow-up Activity

1. Discussion of the objectives of Housing Regulations
2. Next session - The Meaning of Terms in the Housing Regulations

References (if any)

None

Topic: The Meaning of Terms in the Housing Regulations

Objectives: To get working definition of the terms

To develop skill in the use of code handbook

To prepare for sessions on investigation and inspection

Method of Presentation

The trainer should write one term at a time on the blackboard. Ask the group to help define the term. Guide the suggested meanings until a working definition is agreed on by the group. Write the definition on the blackboard. Direct the group to look up the term in the Regulations handbook. Discuss points of agreement and disagreement. Have trainees to write the term and meaning in his notebook. Go over the spelling of the term.

Below is a list of suggested terms used in code enforcement. The trainer might add other terms that trainees will need to be acquainted with.

complaint

investigation

inspection

compliance

non-compliance

violation

violation notice

deficiency

structures

reinspection

abate

use and occupancy

zoning districts

land uses

conforming use

non-comforming use

variance

Resource Person

The trainer should conduct the session.

Materials Needed

Housing Regulations Handbook

Blackboard

Colored Chalk

Follow-up Activity

1. Direct the group to study the spelling of the terms

2. Give a spelling quiz

References (if any)

Housing Regulations

Topic: Map Reading

Objectives: To show how to read a map

To show how to check for location, lots and squares

To exercise use of the new information

Method of Presentation

The trainer might obtain unmarked maps from local sources or might make such maps. Variously colored pencils or chalk should be used to delineate areas as they are identified during the training session. The new information should be related to the session on housing regulations.

Resource Person

The trainer might use a resource person from the city planning or zoning division for this session.

Materials Needed

City maps

Colored chalk or pencils

Listing of zones

List of addresses by lot and square

Follow-up Activity

Aides would be assisted by the trainer in looking up and writing in the correct zoning on the list of addresses by lot and squares.

References (if any)

None

Topic: Agency Policies, Procedures and Reporting Requirements (2 sessions)

Objectives:

To call trainees attention to specific policies, procedures, and reporting requirements that affect how trainees carry out their assignments

To reinforce what they already know about general agency policies and procedures

To illustrate how agency policies and procedures protect them as employees in the performance of their duties

To illustrate how agency policies and procedures protect the public

To review the agency policies and procedures manual (if available) to enable trainees to use it independently

Method of Presentation:

The trainer might use the method of case discussion to get across the main points about how agency policy and procedures protect the employee and the public. Teaching cases might be designed by the trainer, or the trainer might arrange for a code enforcement supervisor to present orally "live" cases from his experiences. The trainees would be assisted in examining and analyzing each case situation. Suggestions from the group about what action alternatives might have been open to the agency employee in each of the cases could be elicited and thoroughly discussed. This approach would be useful to encourage employee flexibility and use of judgment in working with neighborhood residents.

The second session devoted to this topic might deal with policies, procedures and standard forms used in the agency. Examples are case activity reporting requirements, field scheduling, field accountability, supervisory conferences and meetings, accountability regarding agency supplies and equipment, use of the telephone, accountability in fiscal matters such as tokens, reimbursement requests, and others. For the greatest effect, presentation of this material might utilize the techniques of giving a short talk on each content area, providing examples and problems that illustrate the point, asking questions and eliciting appropriate experiental data for discussion. A packet of forms utilized by the agency should be reviewed and the trainees taught how to complete them.

Resource Person

The trainer might conduct this session. A supervisor or senior code enforcement inspector would be a valuable resource person for the case discussion activity.

A section clerk in the code enforcement agency would be a helpful resource person in the session devoted to in-office reporting requirements, etc.

Materials Needed

Agency forms, policies and procedures manual

Follow-up Activity

Group project - The training group could be assigned to develop a single notebook that would bring together under separate divisions all the forms, other materials, which serve to make it possible for the employee to meet the requirements outlined in policies, procedures and reporting. The group might work in pairs and take responsibility for one or more sections of the notebook.

References:

None

Topic: Making An Inspection

Objectives:

To show Aides what kinds of things to look for in making an inspection

To review agency policies as they relate to making an inspection

To define how Aides observe and participate as a team member in making an inspection

To show how to use agency forms required for reporting an inspection

Method of Presentation:

The trainer might give a brief talk about the agency program regarding the conditions under which inspections are made such as by referral, specific area inspections, etc. Audio-visuals such as pictures and film strips, or movies of structures might be used to highlight the points to be gotten over. Trainees should be told what to look for (observation). The trainer might intervene to discuss the main points as they are revealed. Prior to the session the trainer should list the main elements on the blackboard. After the film the group should go over the list and write down the information in their notebooks. The resource person could go over how he would conduct the inspection on the visuals shown and entertain questions and suggestions about how the aide might help as a member of the team.

Resource Person:

The trainer might make use of a member of the agency inspections staff as a resource.

Resource Person:

The trainer might make use of a member of the agency inspections staff as a resource.

Materials Needed:

Filmstrips	Blackboard
Movie	Colored Chalk
Projector	Photographs

Follow-up Activity

The trainer would arrange with appropriate personnel for aides to accompany inspectors on inspections, or arrangements might be made for the group to accompany an inspector on an inspection of an appropriate vacant building. Trainees would be equipped with agency forms to record their findings, (example, deficiency list).

References

None

Topic: Investigating a Complaint

Objectives: To familiarize aides with complaint inspections as opposed to routine inspections

To show aides how to use the forms required by the agency to report on action taken on the complaint

Method of Presentation:

The trainer might give a short talk about the source and nature of complaints and how they get to the inspector. Have the trainees design complaint problems. Set up a role play situation using the complaint problem designed. Orally review interview techniques. The trainer should refer to the section on role play in the Trainer's Manual to develop this session. The trainer might obtain agency forms required in an investigation. Show the group a completed form and then go over each item. After each role play situation, assist the group in completing the report form(s).

Resource Person

The trainer might make use of a resource person from the agency complaint section. Also, a supervisor from the investigation or inspection division might be invited to assist the trainees in identifying what to look for in such an investigation as each problem situation is role played.

Materials Needed:

Agency forms

Follow-up Activity

Practice in completing agency forms

Observation of the agency complaint desk

Arrange with appropriate personnel for trainees to accompany an inspector on an investigation

References

None

Topic: Telephone Techniques

Objectives:

To demonstrate proper telephone manners

To make aides aware of how their telephone manner might affect the caller

To exercise skill in listening and observing

To exercise skill in using common source materials

To teach simple problem solving techniques

Method of Presentation: - Telephone Game

The trainer should ask questions about how the telephone might be used in a code enforcement agency. List the suggested uses on the blackboard. Select a simple use from the suggestions. Design a problem. Set up a demonstration. The trainer should be the agency representative and a trainee should be the caller. Tell the observers what to listen for. When the demonstration is finished discuss what went on, the appropriateness of the manner, accuracy of the information given, how the person at each end of the telephone appeared to be affected by the other - tone of voice, willingness to help, etc. Set up a presentation by trainees. Go through the steps above. Divide the group into threes and send each group to different corners of the room. Assign a use from the blackboard to each group. In each group assign two trainees to be the callers and the third trainee as the observer. Allow ten minutes for the exercise. Bring the group back together. Get verbal reports from the observer and the

callers about what each thought happened in his group. Summarize the main points. Repeat the operation allowing the observer to be the telephone game participants. Assign observers. Get the responses. Summarize the unit in terms of the objectives.

Resource Person

The trainer should conduct the session.

Materials Needed:

Blackboard

Follow-up Activity

Assignment - Hand out a list of offices in the agency and of agencies frequently used for referral purposes. Direct trainees to write in the telephone numbers and street addresses using the agency directory and the city directory.

References

1. Agency Directory
2. City Directory

Topic: Interviewing Techniques

Objectives:

To get a working definition of an interview

To give aides tips on establishing rapport

To equip aides with techniques for eliciting information

To make trainees aware of some things to avoid

To show the importance of looking for subjective and objective facts

To make aides aware that all behavior is motivated by needs and drives operating on the individual

To alert aides of what to look for in an interview situation

Method of Presentation:

The trainer might have the group discuss what an interview is, get their ideas and from them write down a definition that the group decides it would like to use.

Have the group role play an interview situation. Discuss the role play. Pull out interview guidelines, as they develop in the discussion, and list them on the blackboard.

Examples:

1. how rapport was established;
2. how the interviewer got information;
3. how the interviewee was affected by the interviewer giving advice or interpretations not solicited;
4. how much the interviewer understood about what makes people tick;
5. how well did the interviewer understand his own behavior; and
6. what signals to look for in an interview.

As each element is discussed find out how aides might have handled the situation differently. Repeat role play situations and have aides to critique each set using the interview guidelines. Show a film demonstrating interviewing and have the trainees identify the techniques they observed.

Resource Person

The trainer might conduct this session.

Materials Needed

Blackboard — Colored Chalk

Projector — Film

Resource persons for interviews

Follow-up Activity

Aides might be assigned in pairs to hold interviews with different agency personnel. One aide might interview while the other observes and reverse roles using a different interviewee.

References (if any)

Annette Garrett, Interviewing - Its Principles and Methods
New York: Family Services Association, 1953.

Topic: Utilizing Community Resources

Objectives:

To identify community agencies/organizations and the services provided

To make aides aware of services that might be available to them

To equip aides with information needed to work with neighborhood residents

To get a working knowledge about how to make referrals

Method of Presentation:

The trainer might plan a panel discussion with resource persons sitting on the panel. The trainees should be prepared for the panel by pre-discussion, formulation of questions which might be put before the panel, and by review of interviewing techniques.

Resource Persons

Panelist might include social workers, counselors, or administrators from such services as: public welfare, hospital social services or public health clinic, housing authority, day care programs, employment service.

Materials Needed

Suitable space	Conference Table
City Telephone Directory	Local Social Service Directory

Follow-up Activity

Field trip to selected agencies might be arranged. Aides would be alerted about what to look for and would complete a field observation report. They should also prepare an individual notebook showing such information as name of agency/organization, address, telephone, and services provided.

References (if any)

None

Topic: Making a Presentation

Objectives:

To enable aide to serve community residents as a resource person for information about agency activities

To teach simple techniques in organizing ideas and giving a talk

To develop ability to handle himself in public as an agency representative

To acquaint him with agency community projects - their goals and objectives

Method of Presentation:

The trainer could select an agency project. Elicit from the group suggestions about what community people might want to know if the project was coming to their neighborhood. Write the responses on the blackboard. Help the group to pull out the most important points. Who? What? Why? Where? When? How? Assist the group to develop sentences for each question. Tell the group now that they have prepared a talk, how would they give a good talk. List the responses on the board. Go over the main points - posture, speech, tone, level of speaking voice, mannerisms. Have each trainee make a presentation using the prepared talk. Ask the group to comment on each presentation using the key points listed above. Direct the trainees to write down the questions for preparing a talk and the points on making a speech.

Resource Person

The trainer should conduct this session.

Materials Needed

index cards, blackboard, colored chalk, microphone and speakers rostrum, if desired

Follow-up Activity

Assignment - Direct trainees to prepare a talk about something important to them to be presented in the next session.

SAMPLE ENTRY-LEVEL TRAINING PROGRAM

TRD suggests that the training for the entry-level position should last three (3) months or twelve (12) weeks. The program would be divided into two phases. Phase I would provide skills instruction three times per week. Phase II would be all work experience with the last week devoted to evaluation and review of any of the material the trainee group feels is necessary.

At the end of Phase I two sessions are designated for review and evaluation of material presented up to that time. This will permit the trainers to plan training events to reinforce review material previously presented according to feedback from the trainees. It is suggested that at the end of the second phase a completion ceremony should be held. The Director of the Agency should be invited to extend congratulations and present certificates to the trainees who have successfully completed the training program.

The topics should be rearranged according to your priorities and needs. For example, it may be felt that the session on telephone techniques should precede the session on terms. Some topics may require more than one or two sessions. Where it is necessary to devote more than one or two sessions to a topic, the additional session(s) should be planned and scheduled.

If the trainees are new employees, the first week of training should be devoted to orientation to the Agency as indicated on the sample schedule. Suggestions for the orientation are outlined in Section I of the Handbook under the topic "Getting Started."

3 MONTH
SAMPLE TRAINING SCHEDULE
FOR ENTRY-LEVEL POSITION

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Orientation		Orientation		Orientation
2	Overview		Local Housing Regulations		Local Housing Regulations
3	The Meaning of terms used in the Agency		Map Reading		Agency Policies
4	Agency Policies		Making an Inspection		Investigating a Complaint
5	Telephone Techniques		Interviewing Techniques		Community Resources
6	Field Trip		Making a Presentation		Review and Evaluation

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7	O J T	O J T	O J T	O J T	O J T
8					
9					
10					
11					
12	Evaluation		Evaluation		Summary

IN-SERVICE TRAINING FOR INSPECTOR I AND II

IN-SERVICE TRAINING FOR INSPECTOR I AND II

The Inspector I will perform the more difficult and technical tasks related to code enforcement. He will be proficient in performing all the tasks outlined in the entry level position. The Inspector I will have additional tasks to perform which require additional skills training. The following topics are presented which will prepare an employee to perform successfully in the Inspector I position if he has been trained to perform the tasks required in the entry level position.

The Inspector II will perform the technical tasks related to the agency. He will be proficient in performing all the tasks outlined in the entry level and the mid-level positions. The Inspector II will have additional tasks to perform which require additional in-service training in courtroom procedures and decorum. Such a curriculum topic is included. In addition, the Inspector II position also demands higher education preparation due to the level at which he functions.

CURRICULUM TOPICS

FOR

MID LEVEL POSITION

CODE ENFORCEMENT INSPECTOR I

Topic: Techniques of Supervision (Several Sessions)

Objectives:

To show how to study the unit workload and divide the load into manageable caseloads for worker assignments

To show how to organize to effect better use of time and resources

To increase understanding of the supervisor's role and responsibility in relation to his supervisees and in relation to his supervisor, to enable him to function more effectively in both roles

To increase awareness of the importance of feedback to supervisees and supervisor to enable him to function effectively in his role

To increase awareness of the effects of human drives and needs on the work situation, to enable him to establish and maintain production and unit harmony

To improve skills in employee assessment and evaluation of performance, to enable him to identify and plan for employee training needs

Method of Presentation:

The training needs covered in the objectives will require several sessions for accomplishment. All the techniques described in the trainer's manual might be utilized to accomplish the training purpose. However, it is suggested that lecture-discussion, demonstration, observation and presentation, supported by audio-visuals, might be the most effective techniques to get across material related to workloard management and organizing for effective use of time, and worker assessment and evaluation.

The areas dealing with human relations and self awareness might best be taught through use of the techniques of role play, movies, discussion, presentation and observation, since the material involves gaining insight into feelings and behavior.

Observation and feedback is critical in a person's becoming aware of himself and his effect on others. One way of setting up an exercise where insight might be gained is to set up a role play situation involving a supervisor and supervisee. The observers report outlined below might be used to report what took place.

Resource Person

The trainer might plan for a resource person with skills in work organization and management; and a resource person(s) with experience in personnel who has special skill in worker assessment and performance evaluation.

A resource person with a background in the behavioral sciences might prove very useful in communicating knowledge about human behavior, drives and needs.

Materials Needed:

The trainer should identify the material needed when the method of presentation of the content is determined.

Follow-up Activity

Follow-up activity will depend on the methods chosen for presentation. However, activities such as designing problems, observation of worker activity, maintenance of a time utilization record, completing assessment and performance rating scales of supervisees might be appropriate application of the new knowledge.

OBSERVER'S REPORT

DIRECTIONS: Put a check mark in the appropriate box, . to H each time you observe a significant exchange between the supervisor and the employee. After the interview is concluded, place a check on the two "Summary" lines below the boxes.

Supervisor behavior (one check for each time observed.)		Employee behavior (one check for each time observed.)	
A. Showing irritation		A. Resentful	
B. Criticizing		B. Criticizing	
C. Evaluating		C. Disagreeing	
D. Selling		D. Selling	
E. Telling		E. Telling	
F. Listening		F. Listening	
G. Sharing		G. Sharing	
H. Problem solving		H. Problem solving	

SUMMARY: Overall, I would rate the boss as creating this climate:

0	1	2	3	4	5	6	7	8	9
Criticizing, demanding			Telling, controlling			Selling, manipulating		Sharing, problem solving	

Overall, I would rate the employee's reaction as:

0	1	2	3	4	5	6	7	8	9
Resentful			Resisting			Listening		Sharing, problem solving	

NOTES:

Topic: The Decision-Making Process

Objectives:

To show the importance of setting limits on decision making in the performance of his duties

To make the trainee aware of what is required to make decisions

To demonstrate how the trainee can be involved in cooperative planning with other decision-making units

To teach techniques for involving supervisees in appropriate decision-making activities

Method of Presentation:

The trainer might discuss with the trainees where responsibility is placed for certain types of decision-making, why this is necessary, and the role the trainees might have in the process. For example, a trainee might be responsible for collecting data required in order that his supervisor can decide whether to assign new cases in the unit. To show the importance of limit setting in decision-making, the trainer might have the trainees discuss the types of decisions they can make and why. To make trainees aware of what is required to make a decision, the trainer might design a problem for the trainees to solve. The trainer might guide the group to understand the basic requirements needed to make a decision which are alternatives, information about them, and prospect of implementing the decision.

Resource Person

The trainer might conduct the session.

Materials Needed:

Blackboard, colored chalk

Follow-up Activity

In the next meeting, trainee might consciously apply the steps in the decision making process in an appropriate situation. The situation then might be analyzed using the Forced Field Analysis technique.

References

None

Topic: Writing Better Reports and Letters

Objectives: To show how to organize data for reports, letters and case records

To impress upon the trainee the importance of writing complete reports

Method of Presentation:

The trainer might use the techniques of lecture-discussion, demonstration, observation and presentation to assist trainees in improving their writing skills. The trainer might explain how the agency uses reports and discuss the information that should be found in them.

Resource Person

The trainer might conduct this session.

Materials Needed:

Case records

Sample of agency letters

Follow-up Activity

The trainer should have trainees to write a letter and a report to be critiqued by the group. Trainees would then be asked to rewrite the material using these criticism.

References: None

CURRICULUM TOPICS

FOR

GOAL POSITION

CODE ENFORCEMENT INSPECTOR II

Topic: Testifying in Court or Court Appearances

Objectives: To prepare trainee for courtroom appearances in connection with cases which involve the agency

To improve trainees' skills in preparing reports for court

Method of Presentation:

The trainer might use such techniques as role play, demonstration, observation, and presentation to accomplish the objectives of this session.

Skills in preparing reports for the court might be taught by the lecture-discussion method.

Resource Person

The trainer might make use of the attorney retained by the agency for this session.

Materials Needed:

The trainer might prepare a case record or court record from his caseload, if appropriate. The report would be critiqued by the resource person. The trainee would be assigned to rewrite the report incorporating the suggestions of the attorney.

References:

None

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Name of Position: Zoning Inspector Aide

Supervisory Control: The services of the Zoning Inspector Aide should be supervised by the Zoning Inspector I.

Specific Description of Duties: The title for this type of personnel may vary among agencies; however, the aide will perform the following specific duties:

1. Plans work schedule with supervisor.
2. Assists supervisor in making routine inspections of new structures and land use.
3. Makes initial investigation of complaints, and reports findings to supervisor, as requested.
4. Reinspects new structures and land use for compliance and reports findings to supervisor.
5. Measures and sketches surfaces and takes photographs if required.
6. Informs supervisor when it is necessary to bring in a trade specialist.
7. Makes referrals to community agencies as necessary.

8. Interviews tenants, homeowners, and other community residents who seek information about zoning regulations.

9. Informs residents about various agency activities.

10. Completes all forms required by the supervisor.

11. Gathers information from agency records and maps and charts for the supervisor.

12. Receives telephone inquiries, handles or refers as necessary.

13. Participates in staff meetings.

Minimum Educational Requirements

a. No specific educational achievement required, however, applicant must demonstrate ability to read and write well enough to complete records and perform written instructions, and ability to perform basic arithmetic operations, including fractions.

b. Good physical health as evidenced by a pre-employment medical examination.

Special Skills Required

a. Ability to communicate with people and interpret conversations.

b. Ability to use a telephone.

c. Ability to operate an automobile is desired.

Name of Position: Zoning Inspector I

Supervisory Control: Zoning Inspector II

Specific Description of Duties: The title for this type of personnel may vary among agencies; however, the Inspector I will perform the following specific duties:

1. Performs many of the same duties as the Zoning Inspector Aide with the addition of increased responsibility in the organization of programs.
2. Supervises zoning inspector aide
3. Assists in making decisions about operation of the division
4. Reviews daily work reports of aide
5. Prepares written reports for the supervisor
6. Prepares correspondence for mailing
7. Makes special investigations and more difficult inspections
8. Initiates requests for filing of warrants
9. Prepares and serves violation notices

10. Selects geographic area and sets up schedule for systematic inspection
11. Checks zoning adjustment orders to verify compliance
12. Conducts in-service training for aides
13. Makes entries and maintains case records

Minimum Education/Experience Requirement

High School diploma or equivalency, and one (1) year experience in zoning inspection work

Special Skills Required

a. Ability to speak extemporaneously about the operations of the division
b. Some knowledge of supervisory skills
c. Some basic knowledge of zoning regulations

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Name of Position: Zoning Inspector II

Supervisor Control: Zoning Inspector III or Chief of the Division

Specific Description of Duties: The title for this type of personnel may vary among agencies; however, the inspector will perform the following specific duties:

1. Performs any or all of the duties of the zoning inspector I and takes direct responsibility for special projects
2. Supervises zoning inspector I
3. Reviews applications for use and occupancy permits
4. Assists applicants for use and occupancy permits to draw and scale plat plans
5. Prepares reports for warrants
6. Testifies in court hearings
7. Prepares final material for court hearings
8. Consults with attorneys, architects and trades specialists
9. Gathers data for the Planning Commission
10. Meets with other agencies on policy matters
11. Reviews and analyzes literature in the zoning field.

Minimum Education/Experience Requirements

High school diploma or equivalency, plus in-service training, and two (2) years in zoning inspection work, or B.A. degree.

Special Skills Required

A more technical knowledge of zoning laws

CURRICULUM TOPICS

FOR

ENTRY LEVEL POSITION

ZONING INSPECTOR AIDE

Topic: Local Zoning Regulations

Objectives: To introduce the concept of zoning enforcement

To define the purpose of the agency

To introduce the regulations under which the agency functions

Method of Presentation:

The trainer might present a lecture-discussion on the history of the agency which would include the local legislation which created the agency. Copies of the regulations manual might be distributed and particular attention given to those regulations which affect the tasks the trainees will perform. The trainees could be asked to cite examples from their work experiences which would be governed by the various regulations discussed. In addition, visuals might be prepared to demonstrate compliance or non-compliance with the regulations. The trainer might utilize the daily newspaper to call attention to articles pertaining to activities in which the agency might be involved.

The basic divisions of the regulations manual should be discussed and explained to familiarize the trainees with its organization. If time permits, a more detailed study of the entire manual might be presented.

The trainer should review the section on Learning Principles so as to make use of the trainees' experiences in getting the information across.

Resource Person

It is strongly suggested that the trainer conduct this session. This will provide for maximum use of knowledge already acquired about the individual aides' strengths and weaknesses which must be taken into account in presenting this basic material.

Materials Needed

Blackboard	Photographs
Colored Chalk	News Clippings
Pointer	Posters
Film strips	

Follow-up Activity

1. Discussion of the objectives of zoning regulations
2. Next session - The Meaning of Terms in Zoning Regulations

References (if any)

None

Topic: The Meaning of Terms in Zoning Regulations

Objectives: To get working definition of the terms

To develop skill in the use of the regulations handbook

To prepare for sessions on investigation and inspection

Method of Presentation

The trainer should write one term at a time on the blackboard. Ask the group to help define the term. Guide the suggested meanings until a working definition is agreed on by the group. Write the definition on the blackboard. Direct the group to look up the term in the Regulation handbook. Discuss points of agreement and disagreement. Have trainees to write the term and meaning in his notebook. Go over the spelling of the term.

Below is a list of suggested terms used in zoning enforcement. The trainer might add other terms that trainees will need to be acquainted with.

complaint

investigation

inspection

compliance

non-compliance

violation

violation notice

deficiency

structures

reinspection

abate

use and occupancy

zoning districts

land uses

conforming use

non-conforming use,

variance

special exception

Resource Person

The trainer should conduct the session.

Material Needed

Zoning Regulations Handbook

Blackboard

Colored Chalk

Follow-up Activity

1. Direct the group to study the spelling of the terms
2. Give a spelling quiz

References (if any)

Zoning Regulations

Topic: Map Reading

Objectives: To show how to read a zoning map

To show how to check for zoning of different areas

To exercise use of the new information

Method of Presentation

The trainer might obtain unmarked maps from local sources or might make such maps. Variously colored pencils or chalk should be used to delineate zoning districts as these are identified during the training session. The new information should be related to the session on zoning regulations.

Resource Person

The trainer might use a resource person from the city planning or zoning division for this session.

Materials Needed

Zoning maps

Colored chalk or pencils

Listing of zones

List of addresses by lot and square

Follow-up Activity

Aides would be assisted by the trainer in looking up and writing in the correct zoning on the list of addresses by lot and square.

References (if any)

None

Topic: Agency Policies, Procedures and Reporting Requirements (2 sessions)

Objectives:

To call trainees attention to specific policies, procedures and reporting requirements that affect how trainees carry out their assignments

Tc reinforce what they already know about general agency policies and procedures

To illsutrate how agency policies and procedures protect them as employees in the performance of their duties

To illustrate how agency policies and procedures protect the public

to review the agency policies and procedures manual (if available) to enable trainees to use it independently

Method of Presentation:

The trainer might use the method of case discussion to get across the main points about how agency policies and procedures protect the employee and the public. Teaching cases might be designed by the trainer, or the trainer might arrange for a zoning inspection supervisor to present orally "live" cases from his experiences. The trainees would be assisted in examining and analyzing each case situation. Suggestions from the group about what action alternatives might have been open to the agency employee in each of the cases could be elicited and thoroughly discussed. This approach would be useful to encourage employee flexibility and use of judgement in working with neighborhood residents.

The second session devoted to this topic might deal with policies, procedures and standard forms used in the agency. Examples are case activity reporting requirements, field scheduling, field accountability, supervisory conferences and meetings, accountability regarding agency supplies and equipment, use of the telephone, accountability in fiscal matters such as tokens, reimbursement requests, and others. For the greatest effect, presentation of this material might utilize the techniques of giving a short talk on each content area, providing examples and problems that illustrate the point, asking questions and eliciting appropriate experiental data for discussion. A packet of forms utilized by the agency should be reviewed and the trainees taught how to complete them.

Resource Person:

The trainer might conduct this session. A supervisor or senior zoning inspector would be a valuable resource person for the case discussion activity.

A section clerk in the zoning enforcement agency would be helpful resource person in the session devoted to in-office reporting requirements, etc.

Materials Needed:

Agency forms, policies and procedures manual

Follow-up Activity

Group project - The training group could be assigned to develop a single notebook that would bring together under separate divisions all the forms, other materials, which serve to make it possible for the employee to meet the requirements outlined in policies, procedures and reporting. The group might work in pairs and take responsibility for one or more sections of the notebook.

References:

None

Topic: Making An Inspection

Objectives:

To show Aides what kinds of things to look for in making an inspection

To review agency policies as they relate to making an inspection

To define how Aides observe and participate as a team member in making an inspection

To show how to use agency forms required for reporting an inspection

Method of Presentation:

The trainer might give a brief talk about the agency program regarding the conditions under which inspections are made such as by referral, specific area inspections, etc. Audio-visuals, such as pictures and filmstrips or movies of structures, might be used to highlight the points to be gotten over. Trainees should be told what to look for (observation). The trainer might intervene to discuss the main points as they are revealed. Prior to the session the trainer should list the main elements on the blackboard. After the film the group should go over the list and write down the information in their notebooks. The resource person could go over how he would conduct the inspection on the visuals shown and, entertain questions and suggestions about how the aide might help as a member of the team.

Materials Needed:

Film strips	Blackboard
Movie	Colored Chalk
Projector	Photographs

Follow-up Activity

The trainer would arrange with appropriate personnel for aides to accompany inspectors on inspections: or arrangements might be made for the group to accompany an inspector on an inspection of an appropriate vacant building. Trainees would be equipped with agency forms to record their findings. (example, deficiency list)

References

None

Topic: Investigating a Complaint

Objectives: To familiarize aides with complaint inspections as opposed to routine inspections

To show aides how to use the forms required by the agency to report on action taken on the complaint

Method of Presentation:

The trainer might give a short talk about the source and nature of complaints and how they get to the inspector. Have the trainees design complaint problems. Set up a role play situation using the complaint problem designed. Orally review interview techniques. The trainer should refer to the section on role play in the Trainer's Manual to develop this session. The trainer might obtain agency forms required in an investigation. Show the group a completed form and then go over each item. After each role play situation assist the group in completing the report form(s).

Resource Person:

The trainer might make use of a resource person from the agency complaint section. Also, a supervisor from the investigation or inspection division might be invited to assist the trainees in identifying what to look for in such an investigation as each problem situation is role played.

Material Needed:

Agency forms

Follow-up Activity

Practice in completing agency forms

Observation of the agency complaint desk

Arrange with appropriate personnel for trainees to accompany an inspector on an investigation

References:

None

Topic: Telephone Techniques

Objectives: To demonstrate proper telephone manners

To make aides aware of how their telephone manners might affect the caller

To exercise skill in listening and observing

To exercise skill in using common source materials

To teach simple problem solving techniques

Method of Presentation - Telephone Game

The trainer should ask questions about how the telephone might be used in a zoning enforcement agency. List the suggested uses on the blackboard. Select a simple use from the suggestions. Design a problem. Set up a demonstration. The trainer should be the agency representative and a trainee should be the caller. Tell the observers what to listen for. When the demonstration is finished discuss what went on, the appropriateness of the manner, accuracy of the information given, how the person at each end of the telephone appeared to be affected by the other - tone of voice, willingness to help, etc. Set up a presentation by trainees. Go through the steps above. Divide the group into threes and send each group to different corners of

the room. Assign a use from the blackboard to each group. In each group assign two trainees to be the callers and the third trainee as the observer. Allow ten minutes for the exercise. Bring the group back together. Get verbal reports from the observers and the callers about what each thought happened in his group. Summarize the main points. Repeat the operation allowing the observers to be the telephone game participants. Assign observers. Get the responses. Summarize the unit in terms of the objectives.

Resource Person

The trainer should conduct the session.

Material Needed

Blackboard

Follow-up Activity

Assignment - Hand out a list of offices in the agency and of agencies frequently used for referral purposes. Direct trainees to write in the telephone numbers and street addresses using the agency directory and the city directory.

References - 1. Agency Directory

2. City Directory

Topic: Interviewing Techniques

Objectives: To get a working definition of an interview

To give aides tips on establishing rapport

To equip aides with techniques for eliciting information

To make trainees aware of some things to avoid

To show the importance of looking for subjective and objective facts

To make aides aware that all behavior is motivated by needs and drives operating on the individual

To alert aides of what to look for in an interview situation

Method of Presentation

The trainer might have the group discuss what an interview is, get their ideas and from them write down a definition that the group decides it would like to use.

Have the group role play an interview situation. Discuss the role play. Pull out interview guidelines, as they develop in the discussion and list them on the blackboard.

Examples:

1. how rapport was established;

2. how the interviewer got information;

3. how the interviewee was affected by the interviewer giving advice or interpretations not solicited;

4. how much the interviewer understood about what makes people tick;

5. how well did the interviewer understand his own behavior; and

6. what signals to look for in an interview.

As each element is discussed find out how aides might have handled the situation differently. Repeat role play situations and have aides to critique each set using the interview guidelines. Show a film demonstration interviewing, and have the trainees identify techniques they observed.

Resource Person

The trainer might conduct this session.

Material Needed

Blackboard

Colored Chalk

Projector

Film

Resource persons for interviews

Follow-up Activity

Aides might be assigned in pairs to hold interviews with different agency personnel. One aide might interview while the other observes and turn about using a different interviewee.

References (if any)

Annette Garrett, Interviewing - Its Principles and Methods. New York: Family Services Association, 1953.

Topic: Utilizing Community Resources

Objectives: To identify community agencies/organization and the services provided

To make aides aware of services that might be available to them

To equip aides with information needed to work with neighborhood residents

To get a working knowledge about how to make referrals

Method of Presentation

The trainer might plan a panel discussion with resource persons sitting on the panel. The trainees should be prepared for the panel by pre-discussion, formulation of questions which might be put before the panel, and by review of interviewing techniques.

Resource Persons

Panelist might include social workers, counselors, or administrators from such services as: public welfare, hospitals, social services or public health clinics, housing authority, day care programs, employment service.

Material Needed

Suitable Space

Conference Table

City Telephone Directory

Local Social Service Directory

Follow-up Activity

Fieldtrips to selected agencies might be arranged. Aides would be alerted about what to look for and would complete a field observation report. They should also prepare an individual notebook showing such information as name of agency/organization, address, telephone and services provided.

References (if any)

None

Topic: Making a Presentation

Objectives: To enable aide to serve community residents as a resource person for information about agency activities

To teach simple techniques in organizing ideas and giving a talk

To develop ability to handle himself in public as an agency representative

To acquaint him with agency community projects - their goals and objectives

Method of Presentation

The trainer could select an agency project. Elicit from the group suggestions about what community people might want to know if the project was coming to their neighborhood. Write the responses on the blackboard. Help the group to pull out the most important points. Who? What? Why? Where? When? How? Assist the group to develop sentences for each question. Tell the group now that they have prepared a talk, how would they give a good talk. List the responses on the board. Go over the main points - posture, speech, tone, level of speaking voice, mannerisms. Have each trainee make a presentation using the prepared

talk. Ask the group to comment on each presentation using the key points listed above. Direct the trainees to write down the questions for preparing a talk and the points on making a speech.

Resource Person

The trainer should conduct this session.

Material Needed

index cards, blackboard, colored chalk, microphone and speakers rostrum, if desired

Follow-up Activity

Assignment - Direct trainees to prepare a talk about something important to them to be presented in the next session.

SAMPLE ENTRY-LEVEL TRAINING PROGRAM

TRD suggests that the training for the entry-level position should last three (3) months or twelve (12) weeks. The program would be divided into two phases. Phase I would provide skills instruction three times per week. Phase II would be all work experience with the last week devoted to evaluation and review of any of the material the trainee group feels is necessary.

At the end of Phase I two sessions are designated for review and evaluation of material presented up to that time. This will permit the trainers to plan training events to reinforce review material previously presented according to feedback from the trainees. It is suggested that at the end of the second phase a completion ceremony should be held. The Director of the Agency should be invited to extend congratulations and present certificates to the trainees who have successfully completed the training program.

The topics should be rearranged according to your priorities and needs. If, for example, it is felt that the session on telephone techniques should precede the session on terms. Some topics may require more than one or two sessions. Where it is necessary to devote more than one or two sessions to a topic, the additional session(s) should be planned and scheduled.

If the trainees are new employees, the first week of training should be devoted to orientation to the Agency as indicated on the sample schedule. Suggestions for the orientation are outlined in Section I of the Handbook under the topic "Getting Started."

3 MONTH
SAMPLE TRAINING SCHEDULE
FOR ENTRY LEVEL POSITION

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Orientation		Orientation		Orientation
2	Overview		Local Zoning Regulations		Local Zoning Regulations
3	The Meaning of terms used in the Agency		Map Reading		Agency Policies
4	Agency Policies		Making an Inspection		Investigating a Complaint
5	Telephone Techniques		Interviewing Techniques		Community Resources
6	Field Trip		Making a Presentation		Review and Evaluation

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7	O J T	O J T	O J T	O J T	O J T
8					
9					
10					
11					
12	Evaluation	O J T	Evaluation	O J T	Summary

IN-SERVICE TRAINING FOR INSPECTOR I AND II

IN-SERVICE TRAINING FOR INSPECTOR I AND II

The Inspector I will perform the more difficult and technical tasks related to zoning inspections. He will be proficient in performing all the tasks outlined in the entry level position. The Inspector I will have additional tasks to perform which require additional skills training. The following topics are presented which will prepare an employee to perform successfully in the Inspector I position if he has been trained to perform the tasks required in the entry level position.

The Inspector II will perform the technical tasks related to the agency. He will be proficient in performing all the tasks outlined in the entry level and the mid-level positions. The Inspector II will have additional tasks to perform which require additional in-service training in courtroom procedures and decorum. Such a curriculum topic is included. In addition, the Inspector II position also demands higher education preparation due to the level at which he functions.

CURRICULUM TOPICS

FOR

MID LEVEL POSITION

ZONING INSPECTOR I

Topic: Techniques of Supervision (Several Sessions)

Objectives:

To show how to study the unit workload and divide the load into manageable caseloads for worker assignments

To show how to organize to effect better use of time and resources

To increase understanding of the supervisor's role and responsibility in relation to his supervisees and in relation to his supervisor, to enable him to function more effectively in both roles

To increase awareness of the importance of feedback to supervisees and supervisor to enable him to function effectively in his role

To increase awareness of the effects of human drives and needs on the work situation, to enable him to establish and maintain production and unit harmony

To improve skills in employee assessment and evaluation of performance, to enable him to identify and plan for employee training needs

Method of Presentation

The training needs covered in the objectives will require several sessions for accomplishment. All the techniques described in the trainer's manual might be utilized to accomplish the training purpose. However, it is suggested that lecture-discussion, demonstration, observation and presentation, supported by audio visuals, might be the most effective techniques to get across material related to workload management and organizing for effective use of time, and worker assessment and evaluation.

The areas dealing with human relations and self awareness might best be taught through use of the techniques of role play, movies, discussion, presentation and observation, since the material involves gaining insight

into feelings and behavior.

Observation and feedback is critical in a person's becoming aware of himself and his effect on others. One way of setting up an exercise where insight might be gained is to set up a role play situation involving a supervisor and supervisee. The observer's report outlined below might be used to report what took place.

Resource Person

The trainer might plan for a resource person with skills in work organization and management; and a resource person(s) with experience in personnel who has special skills in worker assessment and performance evaluation.

A resource person with a background in the behavioral sciences might prove very useful in communicating knowledge about human behavior, drives and needs.

Material Needed

The trainer might identify the materials needed when the method of presentation of the content is determined.

Follow-up Activity

Follow-up activity will depend on the methods chosen for presentation. However, activities such as designing problems, observation of worker activity, maintenance of a time utilization record, completing assessment and performance rating scales of supervisees might be appropriate application of the new knowledge.

OBSERVER'S REPORT

DIRECTIONS: Put a check mark in the appropriate box, A to H each time you observe a significant exchange between the supervisor and the employee. After the interview is concluded, place a check on the two "Summary" lines below the boxes.

Supervisor behavior (one check for each time observed.)		Employee behavior (one check for each time observed.)	
A. Showing irritation		A. Resentful	
B. Criticizing		B. Criticizing	
C. Evaluating		C. Disagreeing	
D. Selling		D. Selling	
E. Telling		E. Telling	
F. Listening		F. Listening	
G. Sharing		G. Sharing	
H. Problem Solving		H. Problem Solving	

SUMMARY: Overall, I would rate the boss as creating this climate:

0	1	2	3	4	5	6	7	8	9
Criticizing, demanding			Telling, controlling			Selling, manipulating			Sharing, problem solving

Overall, I would rate the employee's reaction as:

0	1	2	3	4	5	6	7	8	9
Resentful			Resisting			Listening			Sharing, problem solving

NOTES:

Topic: The Decision-Making Process

Objectives:

To show the importance of setting limits on decision making in the performance of his duties

To make the trainee aware of what is required to make decisions

To demonstrate how the trainee can be involved in cooperative planning with other decision-making units

To teach techniques for involving supervisees in appropriate decision-making activities

Method of Presentation:

The trainer might discuss with the trainees where responsibility is placed for certain types of decision-making, why this is necessary, and the role the trainees might have in the process. For example, a trainee might be responsible for collecting data required in order that his supervisor can decide whether to assign new cases in the unit. To show the imporatnce of limit setting in decision-making, the trainer might have the trainees discuss what types of decisions they can make and why. To make trainees aware of what is required to make a decision, the trainer might design a problem for the trainees to solve. The trainer might guide the group to understand the basic requirements needed to make a decision which are alternatives, information about them, and prospect of implementing the decision.

Resource Person

The trainer might conduct the session.

Materials Needed:

Blackboard, colored chalk

Follow-up Activity

In the next meeting, trainee might consciously apply the steps in the decision making process in an appropriate situation. The situation then might be analyzed using the Forced Analysis technique.

References:

None

Topic: Writing Better Reports and Letters

Objectives: To show how to organize data for reports, letters and case records

To impress upon the trainee the importance of writing complete reports

Method of Presentation:

The trainer might use the techniques of lecture-discussion, demonstration, observation and presentation to assist trainees in improving their writing skills. The trainer might explain how the agency uses reports and discuss the information that should be found in them.

Resource Person

The trainer might conduct this session.

Material Needed

Case records

Sample of agency letters

Follow-up Activity

The trainer might have trainees to write a letter and a report to be critiqued by the group. Trainees would then be asked to rewrite the material using these criticism.

References:

None

CURRICULUM TOPICS

FOR

GOAL POSITION

ZONING INSPECTOR II

Topic: Testifying in Court or Court Appearances

Objectives: To prepare trainee for courtroom appearances in connection with cases which involve the agency

To improve trainees skills in preparing reports for court

Method for Presentation:

The trainer might use such techniques as role play, demonstration, observation and presentation to accomplish the objectives of this session.

Skills in preparing reports for the court might be taught by the lecture-discussion method.

Resource Person

The trainer might make use of the attorney retained by the agency for this session.

Material Needed:

Case records

Follow-up Activity

The trainee might prepare a case record or court report from his caseload, if appropriate. The report would be critiqued by the resource person. The trainee would be assigned to rewrite the report incorporating the suggestions of the attorney.

Reference

None

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